

Christian Education

Continuing the "American College Bulletin"

Vol. II

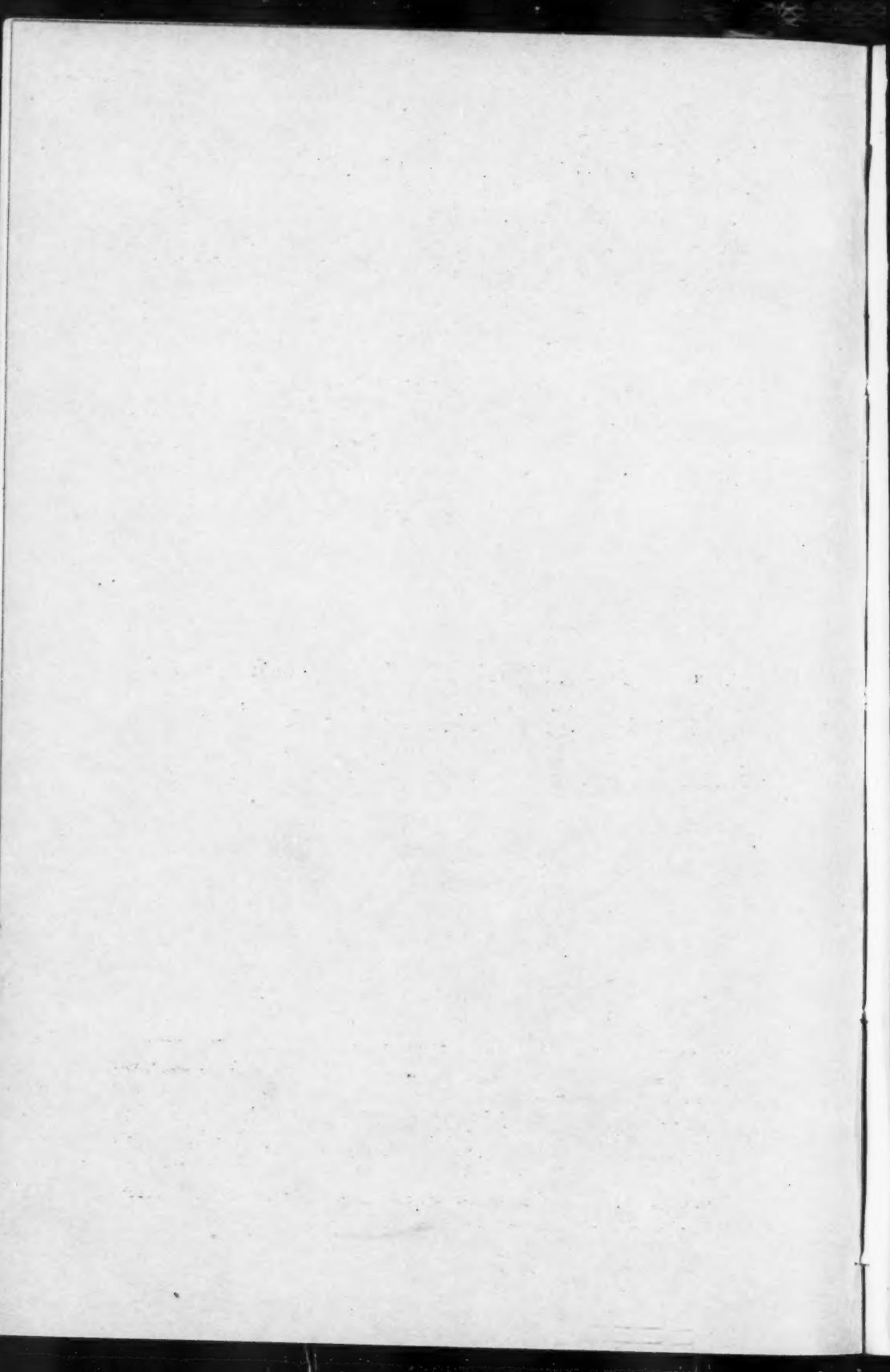
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No. 15

A Partial Report of the Commission on the Definition of a Unit of Bible Study for Secondary Schools

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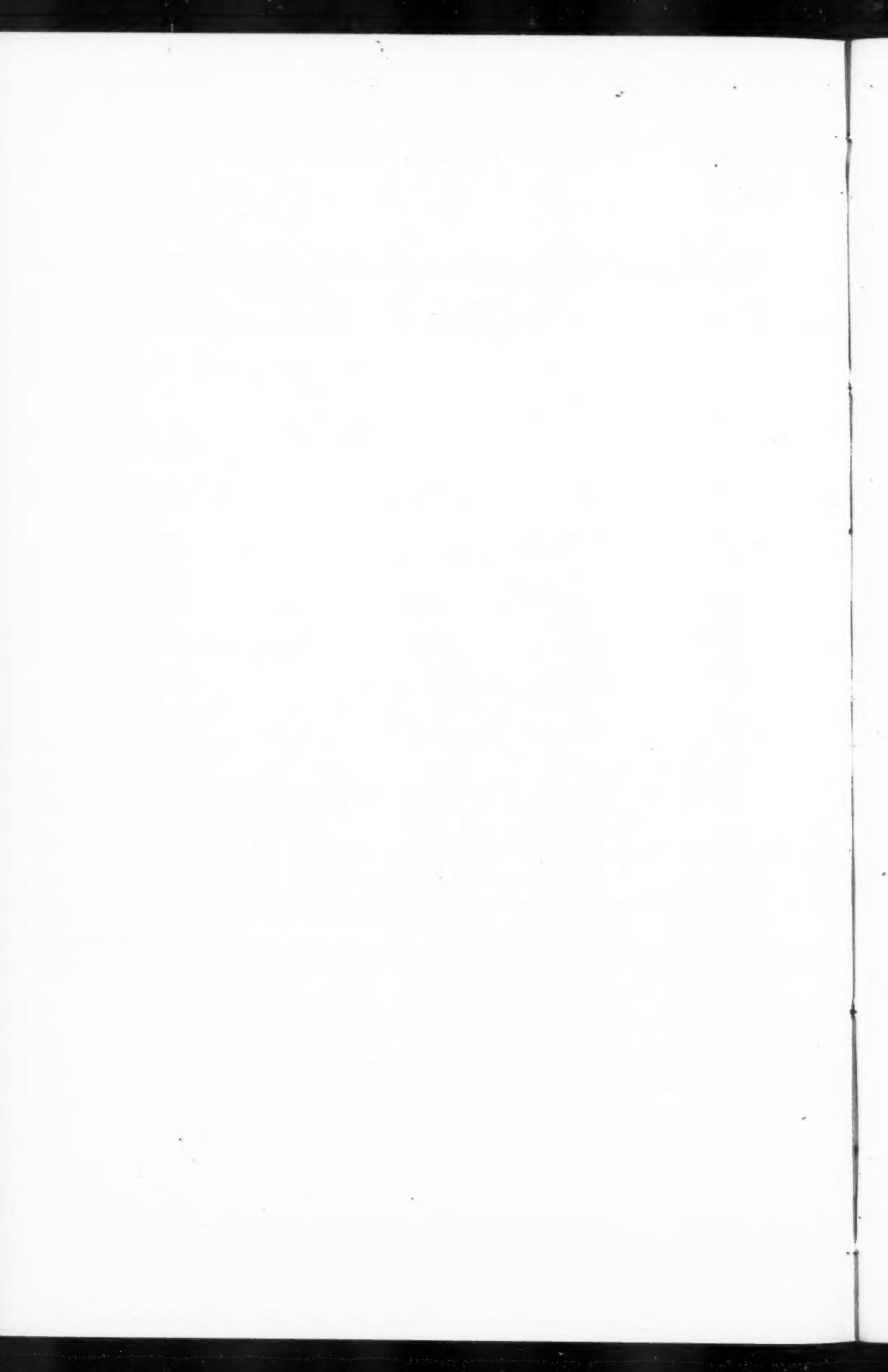
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VOLUME II

OCTOBER, 1918-JULY, 1919

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THE COUNCIL OF CHURCH BOARDS OF EDUCATION IN THE UNITED STATES
OF AMERICA

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A Partial Report of the Commission on the Definition of a Unit of Bible Study for Secondary Schools

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Sub-Committee on Educational Standards and Supervision

Robert L. Kelly, Vernon P. Squires, John E. Foster, H. G. Buehler, Laura H. Wild and Lavinia Tallman.

This commission was appointed to represent and carry on work already initiated by the Association of New England Preparatory Schools, the Association of Biblical Instructors in American Colleges and Secondary Schools with the Middle Western Branch of that Association, the Religious Education Association, The Council of Church Boards of Education, The International Sunday School Association, the Commission on Christian Education of the Federal Council of the Churches of Christ in America, which includes in its membership numerous Sunday School and other Associations interested in Bible study, and local commissions or boards already established in thirty states.

THE WORK OF THE COMMISSION

1. To define in detail Biblical courses that will promote the religious as well as the intellectual development of the adolescent boys and girls and that may be offered for credit in secondary schools and as a college entrance unit.
2. To encourage the preparation of text books which shall conform to the required standards, and to indicate the important books of reference and equipment already available.
3. To establish standards of Biblical instruction and equipment which will insure efficient work in secondary, Church and Bible schools offering such work, and to perfect an organization that will insure the maintenance of these standards.
4. To correlate, in the light of experiments tried, the various methods suggested for extra-mural Bible study with a view to unity of purpose and similarity of practice so far as that is practicable.

The present report concerns itself chiefly with the first three of the above aims and is intended to present a concrete plan as a basis for detailed discussion and suggestions.

RECOMMENDATIONS

The commission recommends:

1. That in order to give a certain freedom of choice to students of different faiths and to satisfy the demands of the various schools and colleges the following three courses of study be recognized as the suitable component parts of a college entrance unit, and that any two of these courses may be offered as the minimum requirement. Each course shall represent the equivalent of four hours recitations per week for twenty weeks.

The members of the Commission are convinced that two of these courses as outlined are fully equivalent to the standard college entrance unit, but any college so desiring may require all three courses.

COURSE I**NARRATIVES AND SONGS OF THE OLD TESTAMENT**

As a concrete basis for study and examination the following literary units are suggested:

1. The Creation Stories. Gen. 1 and 2, Psalm 5.
2. The Serpent in the Garden. Gen. 3.
3. Cain and Abel. Gen. 4: 1-160.
4. The Story of the Flood. Gen. 6: 1-9:17.
5. Abraham the Pioneer. Gen. 12: 1-17:27.
6. The Doom of Sodom. Gen. 18: 1-19:29.
7. The Offering of Isaac. Gen. 22:1-19.
8. Finding a Wife for Isaac. Gen. 24.
9. Jacob's Deception. Gen. 25:27-34; 27:1-28:9.
10. The Deceiver Deceived. Gen. 29:1-30:43.
11. Jacob at the Jabbok. Gen. 31:1-32:32.
12. Joseph Sold by his Brothers. Gen. 37:1-36.
13. Joseph the Interpreter of Dreams. Gen. 40:1-41:57.
14. Joseph's Generosity to his Brothers. Gen. 42:1-44:34.
15. Joseph's Loyalty to his Family. Gen. 45-47.
16. Moses' Preparation for Leadership. Exodus 1-2.
17. Moses' Call to Deliver Israel. Exodus 3.
18. The Deliverance from Egypt. Exodus 11-12.
19. The Covenant at Sinai. Exodus 20.
20. The Report of the Hebrew Spies. Num. 13-14:25.
21. The Balaam Oracles. Num. 22:1-24:25.
22. Crossing the Jordan. Joshua 2, 3.
23. The Capture of Jericho. Joshua 6, 7.
24. Deborah's Battle Song. Judg. 4, 5.
25. The Sword of Jehovah and of Gideon. Judg. 6-8.
26. Samson the Hero of a Barbarous Age. Judg. 13-16.
27. The Idyl of Ruth. Ruth.
28. Samuel's Boyhood Training. I Samuel, 1-3.
29. Samuel's Discovery of a Leader. I Samuel 9; 10.
30. Saul's Election as King. I Samuel 11.
31. Jonathan's Achievement at Micmash. I Samuel 14.
32. David the Popular Hero. I Samuel 17, 18.
33. Jonathan the Loyal Friend. I Samuel 19, 20.
34. David the Outlaw. I Samuel 21-27.
35. Saul's Death and David's Lament. I Samuel 31, II Samuel.
36. Bringing the Ark to Jerusalem. II Samuel 6; Psalms 24.
37. A King's Treachery and Nathan's Parable. II Samuel 11; 12.
38. The Disloyal Son of a Weak Father. II Samuel 13; 1-18:33.
39. A Popular Declaration of Independence. I Kings 12.
40. Elijah's Protest Against Baalism. I Kings 17; 1-19:18.
41. Elijah's Defense of Popular Rights (Naboth's Vineyard). I Kings 21.
42. The Elisha Stories. I Kings 19:19-21; II Kings 2-9; 13:14-19.
43. The Young Prophet Isaiah. Isaiah 5, 6.
44. Jerusalem Delivered from Sennacherib. Isaiah 37; Psalm 46.
45. The Faith of the Exiles. Psalms 42; 43.
46. Daniel and his Three Friends. Daniel 1.
47. The Feast of Belshazzar. Daniel 5.
48. Daniel in the Lion's Den. Daniel 6.

49. A Message of Comfort to the Discouraged Exiles. Isaiah 4.
50. A True Servant of Jehovah. Isaiah 42:1-6; 52; 13-53; 12.
51. Nehemiah the Builder. Neh. 1, 2; 4:33-5:19; 7:1-3; 12:31, 32, 37-40, 43.
52. A Narrow-minded Nationalist. Jonah 1:1-2; 1; 3, 4.
53. The Nature of Wisdom. Proverbs 8.
54. The Source of Wisdom. Job 28.
55. The Wonders of the Universe. Job 38.
56. Youth and Old Age. Eccl. 11:9-12:8.
57. The Righteous Ruler. Psalm 72.
58. The Security of the One Who Trusts God. Psalm 91.
59. The Creator and Preserver of Man. Psalm 33.
60. God the Eternal. Psalm 90.

Aims:

1. In general to enable boys and girls to understand and assimilate the thought and to feel the beauty and the spiritual inspiration of those Old Testament masterpieces that appeal most strongly to their interests and needs.
2. To supply the geographical setting and the literary and cultural atmosphere required to understand each narrative and song.
3. To retell or dramatize each narrative, to trace the development of the thought in each song and to help the students to formulate the principles of life which each narrative or song sets forth.

Method:

1. The Biblical text used may be either the Authorized Version, the American Revised, the Douay Version, the Holy Bible Translated from the Latin Vulgate, the New Translation of the Holy Scriptures issued by the Jewish Publication Society of America, or a standard modern translation, as for example, that of the Shorter Bible.
2. In narratives where two versions have been combined, it is desirable, for the sake of literary unity, to follow the older version, and therefore books giving only this simpler text are preferable as a basis for classroom work.
3. In general the same methods are to be employed in realizing the aims of this course as are followed with students of the same age in the study of English Literature. The main emphasis is to be placed on the mastery of the contents and on intellectual and spiritual inspiration rather than on the minute analysis of the literary form of each narrative and song.

COURSE II

HISTORY OF THE HEBREW COMMONWEALTH

Contents:

The political, social and cultural development of the Hebrew people from the Egyptian bondage to the destruction of the Jewish state by Rome.

Aims:

To give in form adapted to boys and girls a clear knowledge—

1. Of the physical and historical geography of Palestine and of the larger world in which the Hebrews lived and developed.
2. Of the leading races and of the intellectual and social forces with which they came in contact.
3. Of the important periods, characters and events in their history.
4. Of the ways in which their institutions, such as the family, the state, the Church and the school developed.
5. Of the gradual unfolding of those religious beliefs and democratic ideals that constitute the chief contributions of the Hebrews to the faith and civilization of mankind.

Method:

1. Definite daily assignments in a text book carefully adapted to the interests and mental capacity of the young student and largely biographical in method, in which unimportant data will be omitted, and the leading characters and events of the history will be made vivid, and each institution studied in the light of its social setting.
2. Special assignments to the Biblical sources and to selected books of reference.
3. Frequent papers, classroom discussions and tests.
4. The newer methods and standards of work that are maintained in the corresponding courses in European and American history.

COURSE III

LIFE AND WORK OF JESUS AND PAUL

Contents:

The development of Christianity from the Reign of Augustus to the persecution of Domitian.

Aims:

1. In general to give students such a vivid impression of the work and personality of Jesus and his early followers that they will spontaneously accept and apply his principles of living.
2. In detail to give a clear idea of the contents and nature of the records of the life work of Jesus and his early followers.
3. To study—
 - a. The geographical and historical setting of this work and the convictions and hopes in the minds of the people to whom they spoke.
 - b. Jesus' early home training and the home of John the Baptist.
 - c. The purpose and plan of Jesus' public activity.
 - d. The conditions which confronted him in Galilee and Jerusalem. His methods, his dauntless enthusiasm and the results of his work.
 - e. The events which led to his death and the facts underlying the Resurrection stories.
 - f. Jesus' chief teachings regarding the right relation between God and man, between man and his neighbor, each man's duty to society, the use of wealth and the essentials for true happiness.
 - g. The life of the early Christian communities at Jerusalem and Antioch.
 - h. Paul's personality and early training.
 - i. His conversion and the successive stages in his work.
 - j. Paul's chief social teachings.
 - k. The hopes and experiences of Jesus' followers during the last half of the first Christian century.
 - l. The contributions of early Christianity to human thought and civilization.

Methods:

In general the same as in Course II.

As a guide in this course the following outline is suggested:

A—Jesus

1. Extent and Power of the Roman Empire in Jesus' Day.
2. Little Palestine, and its Sad History.

3. The Religious Convictions and Hopes of Jesus' People.
4. Jesus' Early Home Training. Mk. 1-9; 6-3.
5. Boyhood Traits as Reflected Back from His Public Ministry. Mk. 6.2-4; 10.7-9; 9.36 10.13-16 Lk. 2.41-50; 15.1-2, 10.
6. The Influence of John the Baptist upon Jesus Mk. 1.1-11. Lk. 7.18-28a.
7. Jesus' Dedication to His Prophetic Work. Mk. 1.9-11. Lk. 4.1-13.
8. The Happy Beginnings of Jesus' Work. Mk. 1.14. Lk. 4.14a. Mk. 1.15. Lk. 4.16-22a.
9. His Contagious Enthusiasm for His Work. Mk. 1.16-20, 21-22, 27a, 28, 35-39; 6.6b-11, 30-34, 45-46.
10. His Care for the Needy. Mk. 1.23-26, 30-34, 40-45; 2.1-5, 11-12.
11. His Message of Joy and Helpfulness. Mk. 2.18-19, 21-22, 23-27; 3.1-4. Mt. 12.11-12. Lk. 15.
12. His Call for Men of Sterling Character. Lk. 6.12-13a. Mk. 3.14-19. Mk. 5.5, 7-12, 13-16, 20, 23, 27-28. Lk. 6.27-28, 31-36; 11.33-36; 14.25-35.
13. Jesus' Disgust with Mere Formalities in Religion. Mt. 5.20, 33-37; 6.1-4, 5-7, 16-18. Mk. 7.6-8. Mt. 15.13, 14a.
14. Discovering the Good in Other People. Lk. 6.37-38, 41-42, '39.
15. Absolute Sincerity in Religion. Mt. 7.15. Lk. 6.43-49; 11.37-44, 45-48, 51b-54. Mk. 12.38-40.
16. Jesus Clashes with the Teachers of His People. Lk. 11.19-20. Mk. 7.1-2, 5-9, 14-15. Mk. 3.23-30; 8.11-13, 15.
17. His Family and Friends Turn Against Him. Mk. 3.19-21, 31-35; 6.1-6. Mt. 10.34-39.
18. How Jesus Rose Above His Disappointments. Mk. 4.1-9. Mt. 13.44-45. Lk. 10.2-5, 11, 16, 21, 23-24.
19. His Optimism in Face of Great Odds. Mt. 13.24-30. Mk. 4.26-29, 30-32. Mt. 13.33.
20. Jesus Driven into Exile. Mk. 3, 6; 7.24, 31; 8.10-13, 27.
21. He Spurns Peter's Suggestion of Political Ambition. Mk. 8.27-30, 51, 33, 34-37; 9.1.
22. A Prophet's Mission and a Prophet's Doom. Mk. 9.2-4, 7-8. Lk. 9.30-32. Mk. 9.30-31a. Lk. 12.49-51.
23. Living for the Good of Others. Mk. 9.33-36. Mt. 18.4. Mk. 9.38-40. Lk. 11.27-28. Lk. 17.7-10. Mk. 10.35-44, 18.
24. The Fight for Nobility of Life. Mk. 9.43-50. Lk. 10.31-42; 13. 22-25.
25. The Sacredness of a Child's Faith. Mk. 9.42. Mt. 18.10, 14. Mk. 10.13-16.
26. The Spirit of Godlike Forgiveness. Mt. 18.15. Lk. 17.3-4; 9.51-56. Mt. 18.23-35. Mk. 11.25.
27. Wholehearted Devotion to God. Lk. 9.57-62.
28. How to Make Prayer a Vital Reality. Lk. 11.1-4; 18.9-14.
29. God's Thorough Understanding of All Human Need. Lk. 11.5- 13.
30. Loyalty to Conviction. Lk. 12.4-7.

31. The Dangers of Wealth. Lk. 12.13-21; 16.19-31. Mk. 10.17, 19-27.
32. All Life Under the Sway of God. Lk. 12.35-40, 42-48; 16.10-13; 17.20-21. Mk. 13.28-32a, 35-36.
33. The Divine Love for the Wayward. Lk. 7.36-50. Mt. 11.28-30. Jno. 7.53-8.11. Mt. 21.28-32. Lk. 15.
34. Jesus' Appreciation of the Religion of Non-Jews. Lk. 10.30-37; 7.1-9.
35. His Sorrow over the Hardened Spirit of the Jewish Teachers. Lk. 14.15-24. Mk. 10.32. Lk. 19.41-44. Mt. 21.10, 11. Mk. 11.11, 15-19.
36. Jesus' Fight to Protect the Home. Mk. 10.2-12.
37. Jesus' Definitions of "Salvation" and "Real Religion," Mk. 10.17, 19-27. Lk. 19, 11-10. Mk. 12.28-34.
38. Jesus Sees the Hopelessness of his Nation under their Present Leadership. Mk. 12.1-5, 9, 12. Mt. 22.1-10. Mk. 13.1-2.
39. The Heroic Death of Jesus. Mk. 14.32-42, 43-49a, 50, 53-61a, 15.1-5, 15-20, 21-32, 33, 37, 39-41.
40. The New Life Which Jesus Imparted to His Followers. Lk. 24.12-35. Jno. 1.4-5, 16-18; 3.16; 8.12; 10.10-11, 16; 12.24-25, 32; 13.34-35; Chap. 21.

B—Paul

1. Saul—Paul and His Early Life in Tarsus.
2. His Career as a Rabbinical Student and Persecutor of Heretics.
3. How Paul Was Won by Jesus. Gal. 1.10, 15-16; 2.7, 19-20; 4.6-7; 5.14; 5.22-24; 6.15-16. Acts 9.3-19a.
4. His First Work as a Disciple of Jesus. Acts 9.19b-31.
5. His Broader Work at Antioch and Galatia. Acts 13.1-14.28.
6. How Christianity became a World Religion. Gal. 2.1-10, 11-14. Acts 15.1-35. Gal. 2.15-21; 5.1-6.10.
7. The First Christian Churches in Europe. Acts 15.36-19.1.
- 8 to 10. Paul's Work for the Corinthian and Ephesian Churches. Acts 19.1-21.14. I and II Corinthians.
11. and 12. His Anticipations of Work in Western Europe. Romans.
13. His Disappointing Imprisonment at Jerusalem and Caesarea. Acts 21.15-26.32.
14. To Rome as a Prisoner. Acts 27.1-28.16.
15. His Last Work in the Roman Prison. Acts 28.17-31. Philemon. Colossians. Philippians.

The Commission further recommends that as a desirable preparation for later Bible work, students between the ages of nine and thirteen—either in the home or the school—be directed and encouraged to commit to memory the following Biblical passages:

OLD TESTAMENT

1. The Ten Commandments. Exodus 20: 1-17.
2. The Two Great Commandments. Deut. 6:4, 5 and Lev. 19:18b.

3. Ten Great Proverbs. (1) Prov. 16:3; (2) 29:11; (3) 16:32; (4) 16:8; (5) 15:7; (6) 15:1; (7) 16:18; (8) 26:27; (9) 11:25; (10) 14:34.
4. True Religion. Micah 6:8; Isaiah 58:5-9b.
5. The Two Ways of Thinking. Psalm 1.
6. The Psalmist's Decalogue. Psalm 15.
7. The Psalm of Trust. Psalm 23.
8. God's Message through His Works and Word, Psalm 19.
9. The Goodness of God. Psalm 103.
10. God's Rule on Earth. Isaiah 2:1-4.

NEW TESTAMENT

1. The First Christmas. Luke 2:8-18.
2. Jesus' Love for Children. Matt. 19:13, 14.
3. A Universal Prayer. Matt. 6:9-13.
4. The Golden Rule. Matt. 7:12.
5. The Beatitudes. Matt. 5:3-12.
6. Ten Sayings of the Great Teacher. (1) Matt. 7:7, 8; (2) Matt. 7:1; (3) Luke 12:48b; (4) Matt. 6:1, 3; (5) Luke 6:38; (6) Mark 10:43b, 44; (7) Matt. 7:16, 17; (8) Matt. 6:21; (9) Matt. 5:44, 45; (10) John 15:13.
7. The Parable of the Good Samaritan. Luke 10:30-37.
8. Right Thinking. Phil. 4:8.
9. Paul's Song of Love. I Cor. 13.
10. The Value of the Bible. II Timothy 3:16, 17.

EDUCATIONAL STANDARDS AND SUPERVISION

The Educational Standards and Methods of Inspection and Supervision will be determined for all schools subject to the jurisdiction of state inspectors by the duly appointed state inspectors in the several states.

Colleges which admit by examination should apply for examination questions to the appropriate Entrance Examination Boards.

The colleges which admit to the freshman class by certificate from secondary schools not subject to the jurisdiction of state inspectors and conducting work in accordance with the plan proposed by the Commission, will nominate to the Commission, acting in conjunction with the Council of Church Boards of Education, competent persons to serve as inspectors of these secondary schools and from the list so nominated by the Colleges the Commission will designate the inspectors for each state. Wherever possible, these independent inspectors, who may be heads of departments of Biblical Literature and Religious Education, and others designated by the colleges,

should relate their work to that of the state inspectors and admission boards.

These inspectors will investigate and report upon the following phases of work:

I. COURSES OF STUDY:

Which of the three courses of study proposed by the Commission are being carried out:

1. Narratives and Songs of the Old Testament.
2. History of the Hebrew Commonwealth.
3. Life and Work of Jesus and Paul.

II. TEACHER QUALIFICATIONS:

The minimum scholastic requirement is college graduation. The minimum professional requirement is one year's special training under conditions approved by the Commission in Biblical Literature and allied subjects, with observation and practice. The inspector will report also on the evidences of the teacher's fitness as indicated by such items as books read, courses taken, conferences and institutes attended. In individual cases the requirements of the college from which the credit is desired should be met in full. In general, class instruction should conform to modern standards in our best secondary schools.

III. CLASS ROOMS:

Lighting, heating, ventilation and material equipment, including maps, charts, blackboards and furniture should meet standard requirements in modern educational institutions.

The room should be separated from others by solid walls or sound proof partitions, and should provide not less than 15 square feet per pupil, the room under no circumstances being less than 12x12 feet.

The lights should come from the side or back; clear, light windows—not stained glass or half lights—are required.

The seats may be ordinary chairs with tables, all pupils facing in one direction, or regular class room seats with writing boards.

Equipment shall consist of modern maps of Palestine, preferable either those of the Palestine Exploration Fund

series, the Kent-Madsen series, or the George Adams Smith Atlas. The school shall also possess Hasting's one volume dictionary of the Bible, and one blackboard at least 4x10 feet. Other desirable items are stereographic equipment and museums.

IV. LIBRARY.

The Bible is the fundamental text book and should be used as such. The library shall consist of at least 15 of the following books and should have a satisfactory system of cataloguing and loaning plans, and evidence should be given that these plans are in actual operation. At least five new books must be added to the library each year. The present list of books subject to expansion follows:

Bailey and Kent. History of the Hebrew Commonwealth. Scribners.
Kent, Charles F. Historical Bible. Scribners.
Heroes and Crises of Early Hebrew History.
Founders and Rulers of United Israel.
Kings and Prophets of Israel and Judah.
Makers and Teachers of Judaism.
Life and Teachings of Jesus.
Work and Teachings of the Apostles.
Kent, Charles F. Historical Bible. Scribners.
Wild, Laura H. Geographic Influences in O. T. Masterpieces. Ginn & Co.
Smith, G. A. Four Psalms. Doran.
Standard Bible Dictionary. Ed. by M. W. Jacobus, E. E. Nourse, A. C. Zenos, Funk and Wagnalls.
Ottley, R. L. Short History of the Hebrews. Cambridge Univ. Press.
Fowler, Henry T. Origin and Growth of the Religion of Israel. University of Chicago Press.
Buck, F. Life of Jesus. Beacon Press.
Forbush, W. Byron. Life of Jesus. Scribners.
Young People's Problems as Interpreted by Jesus. Scribners.
Hodges, George. How to know the Bible. Bobbs-Merrill.
Burton, Ernest. Studies in the Gospel According to Mark. Univ. of Chicago Press.
Willett, Herbert L. Studies in the First Book of Samuel. Univ. of Chicago Press.
Willett, Herbert L. Our Bible: Its origin, Nature and Value. Chicago Christian Century Press.
Burgess, Isaac B. Life of Christ. University of Chicago Press.
Chamberlin, Georgia L. Hebrew Prophets or Patriots and Leaders of Israel. University of Chicago Press.
Gilbert, George H. Short History of Christianity in the Apostolic Age. University of Chicago Press.
Peabody, Emily C. Lives Worth Living. University of Chicago Press.

Rall, Harris Franklin. *Life of Jesus*. Abingdon.

Wood, Irving and Grant, Elihu. *Bible as Literature*. Abingdon.

Strong, Sidney and Anna Louise. *Bibliographical Studies in the Bible*. Pilgrim Press.

The New Century Bible. Gen. Ed. A. S. Peake. Oxford University Press.

Cambridge Bible For Schools and Colleges. Gen. Ed. J. J. S. Perowne. Cambridge Univ. Press.

Bible for Home and School. General Editor Shailer Mathews. Macmillan.

Hunting, Harold B. *Story of our Bible*. Scribners.

Goodrich-Freer (Mrs. H. H. Spoer) Ada M. *Things Seen in Palestine*. Dutton.

Soares, Theodore G. *Heroes of Israel*. University of Chicago Press.

Sanders, F. K. and Sherman, Henry A. *How to Study the Old Testament*. Scribners.

Price, Ira M. *The Ancestry of the English Bible*. Sunday School Times.

Keeler, Harriet and Wild, Laura H. *Ethical Readings from the Bible*. Scribners.

Hodge, Richard M. *Historical Geography of Bible Lands*. Scribners.

V. RECORDS:

Records should be kept setting forth the objectives of the class as whole and the ground actually covered. A systematic record of each student is required showing items of attendance, promptness, books read, notebooks kept, papers prepared and projects accomplished. The record should show that the period assigned for recitations is not less than forty minutes.

VI. COMMUNITY INTERESTS:

The inspector will also attempt to discover the extent to which the work of the school is carried out on a social basis. He will report upon the degree to which the teacher is relating the thought and activities of the students to the enlarging circles of the class, the home, the local church, the community, the nation and the world. The inspector will encourage the teacher to keep notes on students' habits, methods of work, interests, ideals, power of appreciation, emotional and will values—conduct as expressed in social relationship.

